

Unit Plan  
Man versus Society  
10th Grade Classroom  
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Rationale: Man vs. Society  
For a 10<sup>th</sup> grade classroom setting

Human beings across the globe mold themselves to fit into the niche their society provides, regardless of the benefit or harm risked for other members of society. Twentieth century examples of harmful followers are Adolf Hitler's Nazis and *Sturmabteilung*, terrorists, and extremist nationalist organizations. In all extreme instances of masses acting in unacceptable conduct some type of a resistance movement takes form, led by individuals brave enough to risk it all for their beliefs and compassion. Members of such groups are often persecuted upon their discovery, and in some instances pay with their lives for their beliefs. Men and women so absorbed in their fight for decency often meet selfless ends, their names examples of a cause. Historical examples of those who have stood against the evils of society, such as: William Wallace, Joan of Arc and Oskar Schindler. Although the majority of those in history who have stood against the wrongs of their society have met unfortunate ends, these individuals are nevertheless remembered today with optimism. With this in mind, it is our goal to study literature in which individuals take a stand against the pressures of their societies, even though they may meet unfortunate ends in the process. Through this study of man versus society in literary works, students will learn about the importance of being an individual and standing up for what they believe to be right, regardless of the pressures society may put on them to conform. The rationale for this unit on man versus society can be backed up according to the concept that, "Units of study [can] help students understand their roles as citizens in their communities, states and nation . . . In justifying such units . . . developing a citizenry that knows its history, laws, customs, rights, and responsibilities and uses that knowledge to act responsibly for a more equitable, democratic and dynamic society" (143). This unit will focus on the literary works of *The Lord of the Flies*, *Brave New World*, and *1984*, exploring the theme of man versus society in each book. The unit will especially focus on the role of the individual in an attempt for the students to learn about the importance of fighting for decency and standing against peer pressure (in an attempt to teach the students citizenry). Additionally, we have picked these three novels for our unit plan because they present three different kinds of societies all of which are offensive to mankind causing a backlash that is typically violent. *The Lord of the Flies* envisions a society with lack of law and order, *Brave New World* focuses on the initial control and conditioning that allows its members to be "free" to make their own choices which are already predetermined, and then the society of *1984* and its total control will end our unit on man vs. society with the most controversial and important of all the novels.

Students learn in their history classes of the men and women who stood up against injustice throughout history, but unfortunately lack the courage to mimic such behavior themselves. High school students often single one another out for their differences and form cliques that inadvertently ostracize others. The resulting alienation (not always intentional) pits students in mindsets against one another forming jealousy, anger, and loneliness. Due to this fact, this unit will be especially important, because of its potential relevancy to students' everyday situations. Students will be able to relate to some of the feelings and emotions that characters in this

unit's literature will be experiencing, and therefore be more likely to learn from the lessons the books have to offer. This corresponds to Peter Smagorinsky, who said: "Adolescent literature in particular often features youthful protagonists dealing with the kinds of problems that students are likely experiencing, both those that have endured across the ages and those that are more current" (141). Sticking up for the loner in school is not every student's ambition due to the worry of their own reputation, but what if that mentality transverses to adulthood and one can no longer stand against the injustices infringed upon themselves?

The purpose of the novels in our literature unit is to highlight individuals who stood out in oppressive societies, optimistic for the future. Not all of the protagonists in *The Lord of the Flies*, *Brave New World*, and *1984* were successful in their endeavors, but it is the initial step toward improvement and escape from the tightly prescribed societal roles that is important. This initial step is so important because it can act as a catalyst for positive change that can eventually better the entire society. The underlying goals of the unit will be to give students the courage to express their views, and the power to create a better world for themselves, by having the strength and courage to stand up for what they believe to be right in the face of opposition. Society is what people make it, and man is just as easily created by society so the world our future students will live in should be one that they helped create, the way they wanted to create it. Through our selected readings students will learn about culture and its effects on the human developmental process and also the psychological effects a society can create and emphasize in a human being. The ultimate goal of this unit on man vs. society will be to encourage students to think about their place as individuals in society in accordance with Jim Burke's concept of Integrating Thinking (263). Through this unit of study, questions will be asked that will challenge the students to think about the different ideas that govern the students' lives and the lives of characters in each novel studied.

Society and its levels of structure will be one of the main focuses of this unit. In William Golding's *Lord of the Flies* students will witness the creation of an orderly society which quickly meets a barbaric and chaotic end at the hands of its member. The main character, Ralph, is forced to ostracize himself from the other boys on the island, where their plane crashed, who are paralleled with savages, refuse rules, and ultimately forget every aspect of their nature that separate themselves from animals. Jack and the hunters pursue Ralph whose contention to Jack's primitive order threatens the newly created society on the island. Refusing to digress into the terrifyingly savage world of the hunters, Ralph fails in his attempts to save like-minded thinkers Simon and Piggy who meet their demise at the hands of the other boys. At the climatic end of the novel he is rescued by the arrival of a British battle ship which ironically would have come to the aid of its allies around the world since the action of this novel takes place during war time.

In opposition to this novel parents may cite its barbaric and violent nature, but in direct contrast to this protest is the fact that the heroic actions of Ralph in a society against the thoughts of an individual and his compassion for the other boys is at the forefront of this unit's purpose. Ralph's individuality, although hard to maintain with the pressure forced upon him to let his thoughts lay dormant, is what makes him righteous at a time when cowardice is most convenient. Students learn from Ralph that even if one's efforts are thwarted at every turn holding to one's convictions is of utmost importance. Through a reading of *The Lord of the Flies* the students will be able to relate to the character of Ralph, and in turn understand the importance of sticking up for what they believe to be right against societal pressure.

Another character whose individuality ultimately leads to his destruction in a world far different than the comforts of his own is John the savage from Aldous Huxley's *Brave New World*.

Rescued from what members of the current world call a reservation, John the savage is brought back to a futuristic London where inhabitants use drugs daily and spend their free time pursuing the most trivial of activities. Organized into groups through genetic breeding, John relies on the stewardship of the Alphas (the most individualistic and free-thinking of *Brave New World*'s social status) to eventually escape a society he completely disagrees with. When John learns he is being followed by news reporters who are televising his escape he commits suicide.

Huxley's futuristic envisioning of the world is all but hopeful. Parents of our students would definitely have issues with the frequent drug use, sexuality, and genetic engineering. Although this novel has some content that parents and some students might find objectionable, *Brave New World* is a highly important novel in understanding the man versus society theme. *Brave New World* was one of the first novels to propose a dystopia (a proposed society in which the living conditions are far from sublime). Additionally, *Brave New World* was one of the first modern novels to develop the concept of a man fighting against the majority of his society, and is therefore highly important in understanding this unit. Although some of the plot elements in this story may be deemed as inappropriate by some, these potentially controversial issues can be explored in a helpful way by exploring them in their social context, and by examining them in terms of being negative examples of both behavior and a dystopian society. John is at an advantage when compared to the character of the other books; he was not raised in the society which he is revolting against. Having come from a humble American Indian society the horrors of this new world is shockingly apparent to John, as *Brave New World* raises the idea that people are products of their environment. What students can learn from this novel is that the version of an individual created by a society is not permanent. Other characters in this novel, specifically Bernard, rebel against the order of their worlds to act in the best interest of John.

The next novel in the unit is George Orwell's *1984*, starkly different from *The Lord of the Flies* and *Brave New World* freedom of choice is not what leads to the corruption of individuals. The fault rests on the over controlling government leaders of a futuristic totalitarian society in Europe. The party's lead is called "Big Brother" and his citizens are told he is watching all of them at all times. Literally, there are cameras all over Oceania and all actions are monitored by the government. The main character Winston Smith works as a member of the party, filtering news reports and past news to fit the demands of the party. A love interest forms between Winston and another party member, Julia, which causes Winston to rent rooms in the slums of town to get out of the view of Big Brother's cameras. During this time another member of the party approaches Smith with information about a secret organization, The Brotherhood, which is a resistance movement against Big Brother. Winston and his lover are eventually tracked down by the Thought Police and tortured to give up information and change their views on Big Brother. At the end of the novel, Winston is so changed that when an updated report – one which Winston would have previously known was untrue propaganda – is broadcasted across the country, he celebrates in joy at the success of Big Brother.

The theme of man vs. society is represented the most in George Orwell's *1984*. Winston lives in constant fear that his actions will be punished with violence and execution, but his individuality and desire to learn the mistakes and inadequacies of his world drive him further into despair. The government of *1984* is frightening in its consequences. The control of thought and feelings prevent any real creation or experience for its members of society. As in other

events in history a secret organization forms, and although its actions are never fully revealed it is obvious that its intentions are to disrupt and eventually destroy Big Brother. The people of Oceania are forced to hide and live in privacy to enjoy any kind of freedom. All the restrictions imposed on man starts the battle against society in this dystopian novel, as important to the young adult today as the day it was published. For these many reasons, *1984* is an important novel for our Man versus Society unit, as it shows the negative power society can have, as well as what can happen when a society no longer respects the power of individual freedom. This book will stand as an example to students of the harms that can happen when they go along with the crowd, and believe things that are not necessarily true. *1984* will be a helpful guide in the students learning of standing up for individuality against societal pressure.

During this unit plan, students will be encouraged to think openly, creatively and critically about societal norms that they take for granted, and will be encouraged to relate their own society to that portrayed in the novels studied. For most of our students, this may be the first time exploring the theme of man vs. society, but one of the goals of this unit will be for them to learn what is harmful in these particular instances and why they would not like to live in a similar society. All of the information the students will compile through this unit will lead to several writing assignments and journal entries that will allow them to relate the material they have studied in the literature and class discussions into their own words, thoughts and ideas. Students will be required to keep a journal on all of their readings, (focusing on their own personal thoughts, likes/dislikes in reading, personal connections to material, etc) write an essay on each of the books (in which they relate the novel's conflict back to the overarching theme of man versus society), and one final essay in which the students will link all three of the novels together (continuing to focus on the major theme of man versus society) to ensure understanding of the unit materials. This unit will be beneficial, as it will focus on areas that are often left untaught or skipped over in the public school system. This unit will be an exciting opportunity for students to learn about their own society and own identities through the lives of characters from societies different from that of our own (dystopian societies). Through this unit study, students will learn the power and freedom of the individual, and learn of the courage it sometimes takes to do the right thing and stand up for what one believes in.

### Unit Goals and Rubrics

**Course Goals** After the completion of this course, students should be able to:

1. Approach thought provoking topics with logical order while staying on topic.
2. Make connections between different materials (such as the novels being studied in class, videos shown, other handouts and materials distributed in class).
3. Search for valid research materials to support their writing.
4. Be equipped to demonstrate comprehension of society as a whole from the largest form of government to an individual person.

5. Demonstrate understanding of Man versus Society theme through human development and thematic approach.
6. Demonstrate understanding of individual literary works studied in the class, and be able to synthesize and combine them into a grade appropriate cumulative final paper focusing on the main points addressed in class lecture and discussion.
7. Be able to read a large amount of text in a short amount of time while retaining the most important themes.

#### Assignments

**Journals (15%):** Journals will be written everyday at the very beginning of class. Students should come in and immediately begin to write their journals. The journal topic will be written on the board, so students will be occupied while everything is beginning for the day. The journal topics will be multifaceted – sometimes they may ask specific questions about the theme or book being studied, at other times these journal entries may be a prelude to a discussion that will be taking place in class, at other times the journal topic may be an off-topic subject that allows the students to reflect or begin creative processes that will prepare their minds for class. Grades for the journals are going to be based mainly on completion, but periodically they will be reviewed. This review will be to check that students are remaining context sensitive with their journal entries, and also to ensure that they are actually completing their journals for the day. The process for writing journals is as follows:

- Be seated at the beginning of class and copy the journal topic located on the board.
- Spend five minutes writing journal topic.
- Quietly wait for other students to finish
- Spend five minutes talking about journals and then place them in your folders.

#### Rubric for Journals

A – The student has completed all journal entries assigned, with a minimum of four sentences for each journal entry. In most cases, student has exceeded the minimum amount of writing required for each entry. Journal entries display a fair amount of reflection, personal and creative thinking in their content. Journals are context sensitive.

B – The student has completed at least 80 percent of all journal entries assigned, with four sentences or more for each journal entry. Student displayed some reflection and creative thinking, but not as much as an “A” entry.

C – Student has not completed 80 percent of journal entries with a minimum of four sentences for each entry.

D – Student has completed zero journal entries.

**Paper #1 (20%)- *The Lord of the Flies*:** Students will write a four page paper analyzing different society and personal flaws regarding the situation and individuals in *The Lord of the Flies*. Grammar and sentence structure will be looked at, but the content of this writing assignment is paramount. Students will be given two topics to choose from and they must stick to these topics:

1. An island full of children (without adults) sounds like it would be fun, right? Wrong! Give examples of how the students were on the right track to creating a manageable

society, and explain why the children deviated from their original plans. Was their motivation driven by individualism or by people simply moving with the herd? Which characters in particular stood up for themselves, and how were these actions met by the other children?

2. Why do you think people act like Jack and would be willing to join the hunters? Is it easier? If society were to crumble tomorrow do you think that people would band together and try to emulate a government or consider themselves completely separate from one another? Use examples from the book to support your claims and try to draw on any historical evidence of similar situations.

Tips to get a good grade:

- Proof read- there will be one opportunity in class to proof read another students paper, but having more than one student proof read your paper will be a good idea.
- Demonstrate a mastery of the text clearly, insightfully and in an original manner.
- Show understanding of the concept of Man versus Society and other concepts discussed in class within your paper.
- Use outside references that are meaningful in their applications.
- Paper must be a minimum of four pages but no longer than six.
- Use MLA headings and citations.

#### Rubric for Paper #1

A- The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts are clearly written and structured, and ideas supported in the paper are original and insightful all while building toward a point and supporting the thesis. The paper demonstrates a proper understanding of the text being studied and uses in context quoting from the work. The paper demonstrates an overall understanding of the concept of society and individuality. There are little to no typographical errors.

B- The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts may at some times may not always be on topic, but the paper is definitely focused in a direction. Demonstrates an understanding of both the text and concepts being studied, but not as thoroughly or creatively as an "A" paper. Few typographical errors.

C- The paper contains at least one distracting grammatical error. Sentence structure is often confusing and thought process is all over the place. Writer goes into several tangents and the reader can not understanding what point is trying to be made. Several typographical errors and signs of little planning and proof reading.

D- Paper is incoherent. Writer is not familiar with texts and is unable to incorporate ideas into writing. Several grammatical and typographical errors. Writer does not stay on topic and is unable to answer specified questions.

F-No paper

**Paper #2 (20%)-Brave New World:** Students will write a four page paper focusing on the flaws of society in Aldous Huxley's *Brave New World*. Unlike *The Lord of Flies*, *Brave New World* focuses more on the structure of society than on individual choices. For this assignment

students will analyze Huxley's *Brave New World* highlighting such topics as democracy, individual rights, and nature vs. natures in human development.

Tips to get a good grade:

- Proof read- there will be one opportunity in class to proof read another students paper, but having more than one student proof read your paper will be a good idea.
- Demonstrate a mastery of the text clearly, insightfully and in an original manner.
- Show understanding of the concept of Man versus Society and other concepts discussed in class within your paper.
- Use outside references that are meaningful in their applications.
- Paper must be a minimum of four pages but no longer than six.
- Use MLA headings and citations.

#### Rubric for Paper #2

A-The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts are clearly written and structured, and ideas supported in the paper are original and insightful all while building toward a point and supporting the thesis. The paper demonstrates a proper understanding of the text being studied and uses in context quoting from the work. The paper highlights the topics of democracy, individual rights and nature vs. natures in human development in the thesis, and these topics are thoroughly discussed in the body of the paper. The paper demonstrates an overall understanding of the concept of society and individuality. There are little to no typographical errors.

B- The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts may at some times may not always be on topic, but the paper is definitely focused in a direction. Demonstrates an understanding of both the text and concepts being studied, but not as thoroughly or creatively as an "A" paper. The paper highlights the topics of democracy, individual rights and nature vs. natures in human development in the thesis and the body of the paper, but not as thoroughly or completely as an "A" paper. Few typographical errors.

C- The paper contains one distracting grammatical error. Sentence structure is often confusing and thought process is all over the place. Writer goes into several tangents and the reader can not understanding what point is trying to be made. Several typographical errors and signs of little planning and proof reading.

D- Paper is incoherent. Writer is not familiar with texts and is unable to incorporate ideas into writing. Several grammatical and typographical errors. Writer does not stay on topic and is unable to answer specified questions.

F-No paper

**Paper #3 (20%) – 1984:** Students will write a four to six page paper discussing the events of George Orwell's novel *1984*. For this assignment the students will have the choice of addressing two possible paper topics:

1. In *1984*, a great deal of irony and sarcasm is used. For example, "The Ministry of Truth", where Winston works is in reality an office that propagates political propaganda and untruths. Discuss Orwell's use of irony and sarcasm in the novel (especially regarding the names of certain things) and relate them to the view of the society being

portrayed. Make sure and make connections between uses of irony and the author's view of the society of Big Brother.

2. This novel focuses on the harm that occurs when society becomes too restricted. What examples of limitations on society and the individual are shown in *1984*? How do these limitations affect the inhabitants of the society? Are they always followed? Finish your paper by discussing the book's ending, when Winston rejects the freedoms he has obtained. What does this show/what is it trying to portray about the society of Big Brother? Make sure and back up your claims with quotes and evidence from the book.

Tips to get a good grade:

- Proof read- there will be one opportunity in class to proof read another student's paper, but having more than one student proof read your paper will be a good idea.
- Demonstrate a mastery of the text clearly, insightfully and in an original manner.
- Show understanding of the concept of Man versus Society and other concepts discussed in class within your paper.
- Use outside references that are meaningful in their applications.
- Paper must be a minimum of four pages but no longer than six.
- Use MLA headings and citations.

### Rubric for Paper #3

A-The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts are clearly written and structured, and ideas supported in the paper are original and insightful all while building toward a point and supporting the thesis. The paper demonstrates a proper understanding of the text being studied and uses in context quoting from the work. The paper demonstrates an overall understanding of the concept of society and individuality. There are little to no typographical errors.

B- The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts may at some times may not always be on topic, but the paper is definitely focused in a direction. Demonstrates an understanding of both the text and concepts being studied, but not as thoroughly or creatively as an "A" paper. Few typographical errors.

C- The paper contains one distracting grammatical error. Sentence structure is often confusing and thought process is all over the place. Writer goes into several tangents and the reader can not understand what point is trying to be made. Several typographical errors and signs of little planning and proof reading.

D - Paper is incoherent. Writer is not familiar with texts and is unable to incorporate ideas into writing. Several grammatical and typographical errors. Writer does not stay on topic and is unable to answer specified questions.

F-No paper



**Culminating Final Project (25%)**: For this final, cumulative project, students will write a research paper addressing all three works studied during the semester (*Lord of the Flies*, *Brave New World* and *1984*). The final research paper should be six to eight pages in length. For this research paper, students will address the following topic:

In all three of the books studied this semester, the theme of the individual versus the society has been dominant. Now is your time to show what you have learned so far. All three of the books we have studied feature societies in which certain individual freedoms are restricted or limited. Compare and contrast the three societies we have studied. How are they similar? In what ways are they different? Additionally, compare and contrast the main characters in each novel. In what ways are the main characters similar? In what ways are they different? After the student has compared and contrasted the societies and main characters, they should then address how each of the societies shaped the individuals inside of them, and how these societies affected the outcome of each book's conclusion. Make comparisons/contrasts or analyze these fictitious societies and individuals to that of our own society and the individuals inside of them. Make sure and give textual quotes and support for any claims that you make. Students are required to have at least four quotes in their papers, one from an outside scholarly source.

Tips to get a good grade:

- Proof read- there will be one opportunity in class to proof read another students paper, but having more than one student proof read your paper will be a good idea.
- Demonstrate a mastery of the text clearly, insightfully and in an original manner.
- Show understanding of the concept of Man versus Society and other concepts discussed in class within your paper.
- Be sure to address all questions and topics required for the assignment.
- Use outside references that are meaningful in their applications.
- Paper must be a minimum of four pages but no longer than six.
- Use MLA headings and citations.

#### Rubric for Final Project

A-The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts are clearly written and structured, building toward a point and supporting the thesis. There are little to no typographical errors. Paper addresses all topics and questions required thoughtfully, articulately and in an original or creative manner. A thorough understanding of the concept of Man versus Society and the three texts studied in class are shown within the paper. The paper uses in context quoting from all three texts studied to support concepts and themes addressed within the paper.

B- The paper is well written with no major grammatical errors. It stays on topic and uses outside sources for support of claims. Thoughts may at some times may not always be on topic, but the paper is definitely focused in a direction. Demonstrates an understanding of both the text and concepts being studied, but not as thoroughly or creatively as an "A" paper. Few typographical errors.

C - The paper contains at least one majorly reoccurring distracting grammatical error. Sentence structure is often confusing and thought process is somewhat lacking. Writer goes into several tangents and the reader has difficulty understanding what point is trying to be

made. Several typographical errors and signs of little planning and proof reading. One (or more) topic or questions required to be answered in paper are left unaddressed.

D - Paper is incoherent. Writer is not familiar with texts and is unable to incorporate ideas into writing. Several grammatical and typographical errors. Writer does not stay on topic and is unable to answer specified questions.

F - No paper

### Weeks of Lessons:

#### Week 1 Day 1

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 1, 2009

Required Time: Fifty minutes

Anticipatory set: In today's lesson students will view segment of film that highlights particular areas of focus of our lesson plan. Students will be asked questions leading them to analyze and interpret the behaviors of individuals acting in group activities and whether the result of their actions was desirable. This activity will prepare students for writing their papers later in the semester because it is asking them to do the same kind of thinking to complete the assignment. This introductory activity will start students to think in terms of comparison between the works of literature.

Sunshine State Standards: LA.C.2.4- Student in able to draw information from material not in print form

LA.A.2.4- Student is able to construct meaning from a wide range of text.

#### Procedure

Five minutes: Housekeeping

Five minutes: Explanation of activity and students breaking off into work groups.

Two minutes: View film segment for *The Lord of the Flies*

10 minutes: Hand out and discuss question regarding the film segment

Five minutes: Allow students to break off into new groups and prepare to watch next film clip

Five minutes: Students view film

10 minutes: Allow students to answer the questions on the handout regarding the clip for *1984*

Last five minutes: If day has gone according to time assign chapter 1-2 of *The Lord of Flies* and allow students to start reading

Handout for September 1, 2009  
*1984*

1. What is happening in this clip?
2. Do all of the members of the audience react in the same way? What is noticeable different in certain individual actions?
3. What comparisons and contrast can be made from the clip of *The Lord of the Flies*?
4. Can you think of any event in recent American history in which people were drawn to and relied on images on TV?

Clip- [http://www.youtube.com/watch?v=z\\_C992KPzKs&feature=related](http://www.youtube.com/watch?v=z_C992KPzKs&feature=related)

*The Lord of the Flies*

1. What is going on in this clip, and what is your reaction to it?
2. What do you feel the children could have done different to avoid Simon's death?
3. Watching this clip, what do you expect the novel *The Lord of the Flies* to be like?

Clip- <http://www.youtube.com/watch?v=19Jzk9vOvXg&feature=related>

Week 1 Day 2

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 2, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will be quizzed on the material they have read on *The Lord of the Flies* chapter 1-2. After taking their quiz as a class we will discuss the questions that they encountered which will teach them to pull the most important information out of the text and properly prepare them for future quizzes and tests. Along with going over the answers of the text we will also cover plot, and discussion of characters with special attention to the appearance of Jack and the choir boys and their similarities to militants because this image will fit the boys even more later in the novel when they become the hunters.

Sunshine State Standards: LA.E.2.4- The student responds critically to works of nonfiction, fiction, poetry, and drama.

LA.A.1.4- The student uses the reading process effectively

#### Procedure

Five Minutes: Housekeeping

Fifteen Minutes: Quiz

Twenty Minutes: Go over the answers of the quiz and discuss plot without giving away too much of what will be in the upcoming chapters.

Ten minutes: Let students begin to read chapter 3-4 for homework.

### Day 2 Assignments

#### Quiz

1. What happened to the boys' plane?
2. How do they react to the idea of having no grown-ups on the island?
3. Who find the conch shell and what do they use it for?
4. Who is Jack? What kind of clothing is he wearing and what kind of talent do the boys who are with him have?
5. Who do the boys elect as chief?
6. What can Jack not kill the pig at the end of chapter 1?
7. During discussion what mediates who is talking?
8. At one of the first meeting a little boy mentions a beast living in the woods, how do the older boys react to this?
9. What do the boys do to make it easier for anyone passing the island to notice them? What tool do they use to accomplish this task?
10. What happens with the fire and what may have happened to some of the little 'uns?

### Week 1 Day 3

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 3, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will come into the classroom and there will be a journal entry on the board in the front of the classroom. The topic of this journal will be to identify the different groups that are being defined in the first few chapters of *The Lord of the Flies*. What are the main concerns of each group, who leads them and how does that person control the thought of the other members in the group? Students will share their journal entries and their feeling on what they have read to the class. Different views and ideas will be held by some members of the class and all students will benefit from each other's ideas.

Sunshine State Standards: LA.B.1.4- The student uses the writing process effectively and is able to convey their ideas in a concise and understandable way.

LA.B.2.4- The student writes to communicate ideas and information effectively.

#### Procedure

Ten Minutes- Students are to come in and copy down the journal entry that they will write on. While the role is being called and all the other housekeeping is being done (passing back the quiz from the day before) students are to plan on how they will respond to the writing assignment.

Fifteen minutes- Students are to write about a page responding to the journal prompt. These journals will be graded however, the students will be told that the grades will be based more so on content than grammar.

Fifteen minutes- Students will volunteer to read or summarize their journal entry. The class discussion will focus on whether the actions of the subgroups on the island are beneficial for the whole or detrimental. Students will also be asked to define which group currently has the most power and which has the least.

Ten Minutes- Students will have time to tweak their journal entry to add in any of the ideas they may have learned from the class discussion. They will hand in their journal entries and begin to read chapters five and six for homework.

### Week 1 Day 3 Assignments

#### Journal Entry #1

What groups are emerging so far in *The Lord of the Flies*? Who are the leaders of these groups, if there are any, and how strong is their influence over their members? What are the main concerns of each group, how do they go about obtaining these goals, and how much importance is placed on achieving their goals?

### Week 1 Day 4

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 4, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will enter class with a journal prompt written on the board. The purpose of this journal prompt will be to encourage the students to make connections between the content of *The Lord of the Flies* and their own societies and experiences. This day's journal prompt will encourage them to talk about the "beast" that the boys in the book are afraid of. This journal entry should also contain some reflection upon any "beasts" that exist in their own lives, or the lives of those around them. This entry will act as a way for the students to reflect upon their reading, as well as a preparation for the day's discussion. After writing their journals for a

few minutes, the students will be asked to share some of what they wrote with the entire class. This will transition into the class discussion that will be the primary focus of the class on day 4. A full class discussion will be held about what the students have read in *The Lord of the Flies* thus far, especially focusing on chapters 5 and 6 and the concept of “the beast” in the story. Students will be encouraged to speak up and talk about what has happened in the book so far, with a special emphasis put upon connecting the materials in the book to real life and human behavior. The class will end with minor housekeeping and preparation for the next day’s class. Sunshine State Standards: LA.B.1.4- The student uses the writing process effectively and is able to convey their ideas and a concise and understandable way.

LA.B.2.4- The students writes to communicate ideas and information effectively.

#### Procedure

Ten Minutes- Students are to come in and begin writing in their journals based off of the prompt on the board. Any necessary housekeeping will also be done during this time.

Ten minutes – Students will discuss their journal entries with the entire class. If it appears that the majority of the students are uncomfortable sharing out loud to the entire class (as it is still very early in the semester) the students may be quickly broken up into small groups for discussion of their journal responses.

Twenty-five minutes – Full class discussion on *The Lord of the Flies* thus far. Students will be encouraged to discuss any content or theme in the book that they found interesting or found memorable/stuck out to them. This activity will be a good way for students to reflect upon their reading and learn from each other. Special emphasis will be put upon discussing the beast, and how the children are afraid of it. Students will be encouraged to make connections between the reading and their own lives.

Five minutes – Prepare students for the next day’s lesson by telling them that the next day they will be continuing their discussion based around the quote “What I mean is . . . Maybe it’s only us” from chapter 5 of the text and the character Simon. There will be no new reading for homework, students should spend their time preparing for what they would like to discuss the next day, or for catching up on the reading if they have fallen behind.

#### Week 1 Day 4 Assignments

##### Journal Entry #2

Discuss the issue of “the beast” in the text so far. Explain the differing opinions of the beast in the camp, as well as the different reactions to the issue of the beast. Do you believe the beast is real and what do you make of it? Can you think of any “beasts” in your own life or the lives of those around you? Explain.

## Week 1 Day 5

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 5, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will enter class to the daily journal prompt. Students will immediately begin writing in their journals in response to the prompt on the board. The topic of this journal will be centered on the quote from chapter 5, “What I mean is . . . Maybe it’s only us”. Students will be encouraged to speculate on what they believe this quote means and the intent that Simon had in stating it. After the students have been given a few minutes to write a response to the journal prompt, they will be asked to discuss their journals with the class on a voluntary basis. If students still feel shy about talking to the whole class about their thoughts, the class may again be broken up for a small group discussion. The class will then transition into a full class discussion of this quote and the character Simon and his influence in the story thus far. Students will be asked to reflect back to their journal entries and make connections to their everyday lives and personal experiences.

Sunshine State Standards: LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details; LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

### Procedure

Ten Minutes- Students are to come in and begin writing in their journals based off of the prompt on the board. Any necessary housekeeping will also be done during this time.

Ten minutes – Students will discuss their journal entries with the entire class. If it appears that the majority of the students are uncomfortable sharing out loud to the entire class (as it is still very early in the semester) the students may be quickly broken up into small groups for discussion of their journal responses.

Twenty-five minutes – Students will participate in a full-class discussion on the topic of the important quote from chapter 5 and Simon. While this will be the main focus of this discussion (as well as the continued discussion of the beast and its significance) the students will be encouraged to discuss any event or content in the book that they feel they would like to discuss.



The class should discuss how the quote by Simon introduces the idea that the boys themselves are the beast that they are so afraid of, and that this quote introduces the concept that human nature has a certain amount of bad or evil within it (according to Simon and perhaps the author himself).

Five minutes – Any end class housekeeping work. Assign chapters 7-8 for homework over the weekend. Let students know they will have a content quiz when they return to class on Monday over the readings from chapters 7-8.

### Week 1 Day 5 Assignments

#### Journal Entry #3

An important quote from *The Lord of the Flies* comes from Simon in chapter five: “What I mean is . . . Maybe it’s only us”. What do you believe Simon means by this quote? How does this quote relate to the beast? How does this quote relate to the society being presented by Golding in this book? Do you agree with him?

### Week 2 Day 1

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 8, 2009

Required Time: Fifty minutes

Anticipatory Set: In today’s class students will be tested on chapters seven and eight of *Lord of the Flies* which are probably two of the most important chapters in the book. In them students will be introduced to the lord of the flies and the split of the main groups in the story will also occur. Simon’s role as some one who is inherently good despite what is happening in his society works well into our theme of man vs. society. The class discussion will focus on what each of the main members of the group represent and who is following their lead.

Sun Shine State Standards- LA.A.1.4- The student uses the reading process effectively

#### Procedure

Five Minutes- House keeping

Fifteen Minutes- Quiz

Fifteen Minutes- Go over the answers of the quizzes to make sure that even if the students answered incorrectly they still learned something.

Ten Minutes- Talk to students about the symbols present in the book and what happens to those symbols as the book goes on, for instance the passing of the conch, Piggy's glasses, and the lord of the flies. Assign chapters nine and ten.

### Day 6 Assignement

#### Quiz

1. Does Ralph contribute to the hunt of the pig? What does he do, and does he enjoy it?
2. How is the tension between Ralph and Jack shown in these two chapters?
3. Which three boys go up the mountain in search of the beast?
4. After coming down from the mountain what does Jack decide to do?
5. What gift do Jack and the other boys leave for the beast?
6. Who finds the gift later?
7. What does the gift say to the person who finds it?

## Week 2 Day 2

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 9, 2009

Required Time: Fifty minutes

Anticipatory Set: In today's class students will be quizzed on chapters nine and ten. In these chapters any form of a civilized society is destroyed by the works of Jack and his hunters. Simon is killed by the senseless act of frightened boys and Piggy's glasses are stolen by the hunters so they can make fire. The boys are losing any hope of being rescued and Jack is becoming increasingly evil as time goes on. Nearly all of the symbols and themes of *Lord of the Flies* have been presented at this point which will prepare student for there symbols and themes quiz next class.

Sun Shine State Standards: Sun Shine State Standards- LA.A.1.4- The student uses the reading process effectively

### Procedure

Five Minutes: House keeping

Ten Minutes: Quiz

Fifteen Minutes: Discuss chapters nine and ten and answer the question from the quiz.

Twenty Minutes: For the next class students will be required to take a quiz on the symbols and themes of *Lord of the Flies*. They should take this time at the end of class to highlight or underline sections of the book that may help them with the quiz.

### Quiz

1. What does Simon realize that the beast on top of the mountain really is?
2. After making this discovery what does he decide to do about it?
3. At the feast that Jack is having how are Ralph and Piggy received?
4. The boys think that they were killing the beast. What did the actually do?
5. What happened to what was on top of the mountain right after the event in question 4 took place?
6. What two boys remain with Ralph and Piggy on their part of the island?
7. Who raids their island in chapter ten, and what do they take?

## Week 2 Day 3

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 10, 2009

Required Time: Fifty minutes

Anticipatory Set: Following the little bit of discussion that has been so far regarding theme and symbols students will be quizzed on their comprehension of them thus far. Students should remember that the basis for these answered will be derived from our focus on Man v. Society.

Sunshine State Standards: LA.A.2.4- The student constructs meaning from a wide range of texts

### Procedure

Five Minutes: Housekeeping

Fifteen Minutes: Symbols and Themes quiz

Fifteen Minutes: Discussion of quiz answers

Fifteen Minutes: Begin reading chapters eleven and twelve.

### Assignment

#### Symbols and Themes Quiz

1. Try to think of two objects in this book that symbolize rescue?

2. What do you think the conch symbolizes?
3. List two themes that you see in this book and support their importance?
4. What does the lord of the flies (pig head on a stick, not the title of the book) symbolize and what/who is its opposite?
5. Which character symbolizes intelligence and order?
6. Which character symbolizes the evil, and man's temptation to act for themselves?
7. What does the beast represent? Where does it truly live?

#### Week Two Day Four

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 11, 2009

Required Time: Fifty minutes

Anticipatory Set: The students will have come into class being prepared to discuss chapters 11 and 12 of the novel. Class will begin with a short quiz to assess the students' comprehension of their reading in the final two chapters of the book. After the quiz, the class will quickly go over the answers to the quiz, segwaying into a discussion about the contents of the book. This discussion will focus mainly on the events surrounding the death of Piggy and the theme of civility/barbarianism presented in this book (especially in the death of Piggy). The students will be asked to discuss several key themes in the last chapters: the destruction of the conch and the lord of the flies. Before class is dismissed the students will write a short journal entry/response focusing on what they believe the significance of these important icons represents in the novel. Sunshine State Standards: L.A.A.2.4- The student constructs meaning from a wide range of texts

#### Procedure

Ten minutes: Quiz

Ten minutes: Discussing answers to quiz

Twenty minutes: Class lecture/discussion of chapters 11-12. Concepts of civility/barbarism, theme of man vs. society in novel stressed.

Ten minutes: Journal entry/written response time for students to write on the images of the conch and lord of the flies on the novel.

Assignment  
Chapter 11-12 Quiz

1. Ralph demands that Jack return \_\_\_\_\_.
2. What do you think about Jack's treatment of Sam and Eric?
3. How did you respond to Ralph's destroying of the lord of the flies? What emotions did you have? Any specific thoughts or feelings?
4. How do you feel about Piggy's death? What does this mean to you? Describe.

Week 2 Day 5

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 12, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will enter class having fully read The Lord of the Flies and this class will be used to wrap up this book. The students will enter class to a journal entry on the board about the boys being rescued. After journal entries, the students will have engage in a fishbowl discussion about the function of Jack's lighting of the forest on fire. The students will also be encouraged to discuss the story's ending and how this affects the unit theme of man versus society. The ultimate goal of this fishbowl discussion will be for the students to discuss the ending of the novel ("wrap up") and to discuss the idea of man versus society presented in Golding's novel. Before leaving class, the students will be asked to take a glance at their copies of Brave New World over the weekend for Monday's class.

Sunshine State Standards: LA.A.2.4- The student constructs meaning from a wide range of texts

#### Procedure

Ten minutes: Journal entries

Forty minutes: Fishbowl discussion on the story's ending and the theme of man versus society presented therein. Several minutes for a description of a fishbowl discussion (including a "modeled" example) is included in this period.

#### Assignment

##### Journal Entry

What do you think about the forest fire in the end of the novel? What about its function in saving Ralph (and the other boys)? Do you find this ironic? Explain.

#### Week 3 Day 1

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 15, 2009

Required Time: Fifty minutes

Anticipatory Set: In today's class students will come in with their papers for *Lord of the Flies* ready to be turned in. When the bell rings, students will have their papers on their desks. They will be asked to identify their thesis statements and all of the support for their argument within the paper. Also, they will be asked to identify any opposing views and rebuttal of arguments if they are present as well. After that students will respond to the journal prompt "What do you think the world would be like if people were genetically engineered to perform specific tasks?" After that students can introduce themselves to Aldous Huxley's *Brave New World* by reading. Sunshine State Standards-LA.910.2.1.4- Identifies and examines themes and symbols within their papers in regards to *Lord of the Flies*.

#### Procedure

Fifteen Minutes- Students are to proofread and identify major aspects of the paper for final review before submission.

Ten Minutes- Students are to respond to the journal prompt which will relate to the lifestyle presented in *Brave New World*.

Fifteen Minutes- Discussion on journal prompt

Ten Minutes- Begin to read chapters one and two of *Brave New World*.

#### Week 3 Day 2

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 16, 2009

Required Time: Fifty minutes

Anticipatory Set: In today's class students will be quizzed on the reading they have done for the first part of *Brave New World*. After the quiz there will be a class discussion on what has happened so far in the novel and what problems will likely arise from the conditioning members of Huxley's world go through. What kind of people would grow up to be individuals and what kind of lives would the epsilons have?

Sunshine State Standards: LA.910.1.7.2- Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

#### Procedure

Five Minutes- Housekeeping and students can prepare for their quiz.

Fifteen Minutes-Quiz

Fifteen Minutes- Answer quiz questions and discuss the first two chapter of *Brave New World*.

Fifteen Minutes- Pass back any left over quizzes from the *Lord of the Flies* and give students the opportunity to view their grades. Assign chapter three and four for homework.

#### Quiz

1. How far into the future do the events of *Brave New World* take place?
2. What is happening to the embryos in the first two chapters?
3. Name the highest group of adults in the society?
4. What is the relationship of all the embryos who are multiplied?
5. What are some of the babies in this chapter trained to avoid?
6. What kind of message play to the Beta babies?

Extra Credit: What scientist used a similar form of training dogs to react to stimuli.



## Week 3 Day 3

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 17, 2009

Required Time: Fifty minutes

Anticipatory Set: The students will come into classing being ready to discuss chapters three and four of Brave New World. The class will begin with a journal prompt written on the board, which the students will write a response to. The class will then discuss their responses to the journal entries, mostly discussing the way in which the society in Brave New World is so vastly different to our own. The students will break up into groups and discuss chapters 3 and four of the novel, then will have several minutes to start reading for the next day's class.

### Procedure

Ten minutes – Housekeeping and journal entries

Ten minutes – Discussion of journal entries, focusing on the differences between the types of society presented in Brave New World and that of our own today.

Twenty minutes – Students break up into small groups of three or four to discuss what they thought of chapters 3-4. During this period the teacher will be circulating the room to join in on discussions, observe students and be available for any questions.

Ten minutes – Time for reading chapters 5-6 of the novel.

### Journal Prompt

The futuristic society presented in Brave New World is vastly different than our own. In what ways are we different? What differences surprised you in the futuristic society? Do you think that our own society could eventually become like the society in the novel? Explain.

## Week 3 Day 4

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 18, 2009

Required Time: Fifty minutes

Anticipatory Set: The students will enter class to a Quiz on chapters 5-6 of the novel. The students will be given ten minutes to take this quiz, and then five minutes of time will be allotted for discussing the correct answers to the quiz. Following the answers to the quiz being discussed, the class will again break up into small groups to complete a worksheet together. This worksheet will focus mostly on the character of Bernard and his function in the novel thus far. After the students fill out this worksheet together in groups, the class will discuss their answers to the worksheet. The students will then have a few minutes at the end of class to start on the next day's reading in the novel.

### Procedure

Ten minutes: Students come into class and begin working on the quiz.

Five minutes: Discussion of the correct answers to the quiz

Twenty minutes: Small group worksheets for students to work together on. Worksheet will cover the character Bernard and his place in the novel thus far and about how he fits into the theme of man versus society.

Five minutes: Discussion of worksheet as a full class. Students have an opportunity to discuss their findings and views of the story and thematic unit.

Ten minutes: Students begin reading chapters 7-8.

### Quiz

1. How does Bernard react to Lenina's saying that she will accompany him to the Savage Reservation?
2. What do you think about Bernard's worry over Lenina acting like a "healthy and virtuous English girl"?
3. What do you think Bernard's feeling of isolation and loneliness is a result of?

### Bernard Worksheet

Bernard is the protagonist of the story thus far. Even so he demonstrates many characteristics that are far from heroic. Describe the character if Bernard. What is he like? What is he struggling with? Do you relate to Bernard at all? Why or why not? With your group try and predict what might happen to Bernard as the novel continues.

Week 3 Day 5

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 19, 2009

Required Time: Fifty minutes

Anticipatory Set: The students will come into class to a journal prompt on the board. The students will respond to this journal prompt, and then they will have a short period of time in which to discuss the journal prompt with the class. The class will then have a discussion about what they have read thus far in the novel. This discussion can be about most anything in the book that the students are interested in discussing, but the conversation will be encouraged to mostly focus on the class structure presented in the novel as well as the concept of “the Savage”.

#### Procedure

Ten minutes – Journal response

Five minutes – Discussion of journal entries

Twenty minutes – Full class discussion of the novel thus far. Students will be encouraged to focus on discussing the class structure presented in the novel, as well as the concept of “the Savage”

Fifteen minutes – Students begin reading chapters 8-9.

#### Journal Entry

How do you feel about the “Savages” that are being discussed in the novel thus far? How would you feel if everyone thought you were a savage? Has anyone ever put you into a stereotype that made you feel inferior? Describe.

#### Week 4 Day 1

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 22, 2009

Required Time: Fifty minutes

Anticipatory Set: In today’s class students will be asked to write a journal topic on the significance of Shakespeare in the John Savage’s life. Since his mother is incapable of teaching him the beauty of Shakespeare’s story telling, John has relied on Shakespeare as one of his most important teachers. What kind of an effect would this have on John when the world he will soon enter has no place for Shakespeare? What problems could this lead to?

After the journal the students will take a short quiz to make sure they are reading the assigned work since the portions have slightly increased in size. They should have read chapter nine through eleven over the weekend.

Sunshine State Standards: LA.910.1.7.2- Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

#### Procedure

Fifteen Minutes- Students enter the room and begin to write on the journal topic posted on the board. Meanwhile the teacher will pass back grades quizzes and call attendance.

Ten Minutes- A few students will share their journal entries. Topics regarding the individuality of the savage's education will be discussed thoroughly since it is an important aspect in the story.

Ten Minutes- Quiz

Five Minutes- Students will turn in their quizzes and then answers will be discussed

Ten Minutes- Students will begin to read chapters twelve through fifteen of *Brave New World*, remind students to be working on paper for *Brave New World* that will be due at the end of the week.

#### Journal Topic

What role does William Shakespeare play in the life of John? Do you think some of the ideals in Shakespeare's work will not fit into the *Brave New World* society? Why or why not?

### Quiz Chapters Nine-Eleven

What is the relationship John has with the Director?

Upon her arrival back to London, what does John's mother begin to do?

How is John's mother regarded by other people in London?

What do John and Lenina do on their date?

What Shakespeare play does John begin to read after their date and why?

## Week 4 Day 2

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 23, 2009

Required Time: Fifty minutes

Anticipatory Set: Student will be tested on chapters twelve through fifteen of Huxley's *Brave New World*. They will be quizzed on the content of the three chapters and what is happening to them as their roles in society have changed and are being challenged by the presence of the savage. Afterward there will be a discussion on plot summary.

Sunshine State Standards- LA.A.1.4- The student uses the reading process effectively

### Procedure

Ten Minutes- House keeping and students can prepare for their quiz

Ten Minutes - Quiz

Twenty Minutes - Go over the quiz question and discuss what is happening in the novel so far. Focus on the actions of the character and in what ways they are different from other people in the society.

Ten Minutes: Assign chapters sixteen through eighteen for home work and allows students to start reading.

### Quiz

1. What does Lenina decide to do with her love for John?
2. How does he react to what she does?
3. What is significant about Lenina expressing specific emotions for one person?
4. What has happened to John's mother?
5. When John visits his mother who else is in the room and what is John interrupting?
6. Who does John run into when he leaves the hospital?
7. What does he mutter under his breath that leads him into action?
8. What does he do and who meets them at the hospital?

### Week 4 Day 3

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 24, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will come in and write a journal on the fates of the characters in a *Brave New World*. They will be asked to focus on whether what happened to the characters if a satisfactory outcome and whether anything else could have happened to make them coexist with their society. The students will then have a quiz on the last portion of *Brave New World*.

Sunshine State Standards- The student uses the reading process effectively



### Procedure

Fifteen Minutes- Students will come in and begin to write their journal topic. Teacher attends to housekeeping

Ten Minutes-Quiz

Twenty-Five Minutes-Discussion of the last part of *Brave New World*.

### Journal

Choose the fate of one of the main character in *Brave New World* and analyze what aspects of their individuality made it so they had to be separated from society. In what ways are they separated? Is this separation necessary for the individual to survive or to keep society from being effected by their action and/or thoughts?

### Quiz

1. Where are Bernard, Helmholtz, and John taken after the incident at the hospital?
2. What is the controller able to do that no one else in society is capable of?
3. What is the fate of Bernard and Helmholtz?
4. What does Helmholtz plan on doing?
5. As Mustapha Mond explains, since people are no longer afraid of death and don't question life, what else is no longer needed in their lives?
6. Where does John go to escape society?
7. What happens to Lenina?
8. What happens to John?

## Week 4 Day 4

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 25, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will come into class having read the novel *Brave New World*. As the students come into class, they will complete a journal entry to the prompt on the board. After the students have completed their journal entries, they will break up into small groups to discuss their journal entries and their feelings about the novel overall. After these small group discussions, the majority of the remainder of the period will consist of going over any questions regarding the paper on *Brave New World* that will be due to next class period.

### Procedure

Ten minutes: Student journal entries

Ten minutes: Small group discussion over journal entries and personal reflections to *Brave New World* overall.

Twenty-five minutes: Covering any and all questions the students have about their papers due the next day. This time will consist of available time for students to proofread each other's papers or work on writing their paper if they do not have any questions.

Five minutes: Cover any remaining homework, assign chapters 1-2 of *1984*.

### Journal

How did you feel about the novel *Brave New World* overall? What were the parts that you liked the best? Were there any parts that you felt could have been better? Would you read this novel again? Was there anything that you learned from this novel?

## Week 4 Day 5

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 26, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will come into class and turn in their papers for *Brave New World*. After students have turned in their papers they will complete a journal entry based off of the prompt written on the board. The class will then have a discussion on the first two chapters of 1984 and author George Orwell.

### Procedure

Five minutes: Housekeeping, students turn in papers.

Ten minutes: Journal entries

Thirty-five minutes: Discussion of the beginning of 1984 and author George Orwell. Discussion will cover biography of Orwell, as well as a discussion of Winston, Big Brother and the type of society presented thus far in 1984.

### Journal

Have you ever felt controlled? Describe this experience. How did it feel? Do you find any relation to this and Big Brother in 1984? How do you think Winston feels about Big Brother (based off of what you have read so far)?

## Week 5 Day 1

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 29, 2009

Required Time: Fifty minutes

Anticipatory Set: Students are to come in and prepare for a quiz on chapter 3 through eight of *1984*. After the quiz they will go through the answers as a class so everyone learns more about the novel. Then an open class discussion will highlight some of the various discrepancies with the society in *1984*.

Sunshine State Standards: LA.910.1.7.2- Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

#### Procedure

Ten Minutes- Students will prepare for the quiz while the teacher takes care of all of the housekeeping needs.

Fifteen Minutes- quiz

Twenty Five Minutes- discussion and assign chapters one through seven in the second part of *1984*

#### Quiz

1. Name one of the people Winston has a dream about.
2. What happens when Winston is not putting much effort into his morning workout?
3. What does Winston do at his job?
4. What would be the effects of the tasks Winston accomplishes on a society?
5. Name one of the friends Winston has lunch with.
6. What is the main purpose of marriage in Oceania?
7. Artsem is a newspeak word. What does it mean?
8. What does Winston purchase at the antique store?

## Week 5 Day 2

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 30, 2009

Required Time: Fifty minutes

Anticipatory Set: students will come in and write a journal topic on chapter one through seven of the second part of *1984*. The journal topic will be based on the positive and negative aspects of Winston and Julia relationship. What instances of good can come out of their meetings and what would the party do if they found out? The conversation after the journal will allow students to share their thoughts and then afterwards we will talk about the party's control over people lives. Sunshine State Standards: Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

### Procedure

Five Minutes- Students will be told to prepare for a journal entry while the teacher hands back quizzes and papers.

Fifteen Minutes- Journal

Fifteen Minutes Discussion

Fifteen Minutes- Students can begin to read chapters eight through ten of part two in *1984*.

### Journal

Name some of the positive aspects for Julia and Winston in their relationship together. Are all of the benefits individually based, mean that there will be no long term benefit? Discuss some of the dangers of their relationship. In what ways are they acting defiantly compared to the rest of the society?

### Week 5 Day 3

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: September 29, 2009

Required Time: Fifty minutes

Anticipatory Set: Student will come in to class and prepare themselves for the quiz on chapters eight through ten of part two in *1984*. After the quiz a discussion will follow in which the situation the characters are put in will be analyzed within terms of there relevance to Oceania. The image of the Thought Police in the final chapter of this section is quite terrifying, and students should be able to link their control to the ideology of the hunters in *Lord of the Flies* and the Controllers in *Brave New World*.

Sunshine State Standards-LA.910.2.1.4- Identifies and examines themes and symbols within their papers in regards to *1984*.

LA.910.1.7.2- Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

#### Procedure

Five Minutes- Students prepare for quiz while teacher takes care of housekeeping duties.

Ten Minutes- Quiz

Twenty Minutes- Discussion of quiz question and on chapters of *1984*

Fifteen Minutes- Students can start to read for the next class

#### Quiz

1. What is the name of the secret alliance against Big Brother?
2. In the week before Julia and Winston meet in the apartment, Winston has worked ninety hours, why?
3. Who wrote the book the Winston is reading?
4. What significance does the author of that book have in the world in *1984*?
5. What happens to Winston and Julia at the end of chapter ten?
6. Who set them up?



## Week 5 Day 4

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: October 2, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will have come into class having read *1984* in its entirety. As they enter they will turn in their papers on *1984* and begin working on the journal prompt on the board. After a few minutes for writing journals, the students will have a chance to discuss their journal entries and what they have learned so far in the course. The rest of the class time will be devoted to answering any questions the students have on their final, culminating paper which will be due the next class period.

Sunshine State Standards-LA.910.2.1.4- Identifies and examines themes and symbols within their papers in regards to works studied.

LA.910.1.7.2- Student analyzes the author's purpose and/or perspective in a variety of text to understand meaning.

### Procedure

Five minutes – Beginning of day housekeeping, students turn in papers on *1984*.

Five minutes – Student journal entries

Ten minutes – Discussion of journal entries and what has been learned in the Man versus Society unit. Students will be encouraged to share their thoughts and opinions on what has been memorable to them.

Thirty minutes – Time for students to ask any questions they may have about the culminating paper on all three texts covered in the unit. If students do not have any questions about the paper, they may work quietly on their papers at their desks.

### Journal

What have you learned from this unit on Man versus Society? What have been your favorite things about this unit? What things in this unit did you not enjoy as much? Why and how could they be improved?

### Week 5 Day 5

Lesson Plan: Man vs. Society

Class: 10<sup>th</sup> Grade Language arts

Date: October 3, 2009

Required Time: Fifty minutes

Anticipatory Set: Students will come into class and turn in their culminating final papers on the three works studied in the unit. The class will then discuss how they felt their papers went and what they learned from writing them. The class will then discuss the three works studied and how they all relate to the overarching theme of Man versus Society. The class will end with a little “party” to celebrate all of the hard work the students have put into the unit.

LA.910.1.7.2- Student analyzes the author’s purpose and/or perspective in a variety of text to understand meaning.

### Procedure

Five minutes – Opening housekeeping, students turn in culminating papers.

Twenty minutes – Discussion of the culminating papers and what the students learned from them. During this discussion time, students will have an opportunity to make any other final remark on what they learned in the unit (or any other relevant comments they feel like sharing).

Twenty-five minutes – Party until end of the period to celebrate everyone's hard work during this conceptual unit.